

***EMERGENCY MEDICAL
TECHNICIAN
(EMT)
CURRICULUM FRAMEWORK***



This document was prepared by:

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Curriculum Frameworks
- Technical Assessment
- Certification of Program Completion

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
EMERGENCY MEDICAL TECHNICIAN**

PROGRAM TITLE:	EMERGENCY MEDICAL TECHNICIAN
STATE SKILL STANDARDS:	EMERGENCY MEDICAL TECHNICIAN
STANDARDS REFERENCE CODE:	EMT
CAREER CLUSTER:	HEALTH SCIENCE
CAREER PATHWAY:	THERAPEUTIC SERVICES
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENT	EMERGENCY MEDICAL TECHNICIAN
CTSO:	HOSA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	CPR/AED, NREMT ICS 100, 200, 700

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Emergency Medical Technician industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Emergency Medical Technician
- Employability Skills for Career Readiness
- Common Core State Standards (alignment shown in the Nevada CTE Skill Standards)
- Nevada State Science Standards (alignment shown in the Nevada CTE Skill Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (per NAC 389.800 section 3a)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

EMERGENCY MEDICAL TECHNICIAN Core Course Sequence	
COURSE NAME	LEVEL
Health Science I	L1
Health Science II or Emergency Medical Services	L2
Emergency Medical Technician	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

EMERGENCY MEDICAL TECHNICIAN Core Course Sequence with Complementary Courses	
COURSE NAME	LEVEL
Health Science I	L1
Health Science II or Emergency Medical Services	L2
Emergency Medical Technician	L3C
Emergency Medical Technician LAB*	L3L

*Complementary Courses

EMPLOYABILITY SKILLS FOR CAREER READINESS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards should be part of each course of the CTE program. Students are expected to demonstrate proficiency in the Employability Skills for Career Readiness upon completion of a CTE course sequence. (per NAC 389.800 section 1)

CTE / ACADEMIC CREDIT

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high schools course catalog or contact the local high school counselor for more information. (per NAC 389.672)

TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (Level = L3C) (per NAC 389.800 section 1)

ARTICULATION

An articulation agreement is an officially approved agreement that matches coursework between the secondary and postsecondary institutions. These agreements are designed to help students make a smooth transition from secondary to postsecondary institutions. The articulation agreement identifies the specific courses that align and are accepted for credit at the postsecondary level.

Each local high school and college maintains their agreements. Please refer to the local high schools course catalog or contact the local high school counselor for more information.

CERTIFICATION OF PROGRAM COMPLETION

A student must be given a certificate upon completion of a course of study in an occupation which states the level of performance the pupil has attained in specific skills identified by representatives of business or industry. (per NAC 389.800 section 3b)

CTE GRADUATION ENDORSEMENT

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the CTE program of study and meeting all academic requirements governing receipt of a standard diploma. (per NAC 389.815)

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	Health Science I
ABBR. NAME:	HEALTH SCIENCE I
CREDITS:	1
LEVEL:	L1
CIP CODE:	51.0000
PREREQUISITE:	None
CTSO:	HOSA
<u>COURSE DESCRIPTION</u> This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Standard 1.1 : Demonstrate Knowledge of Human Anatomy and Physiology

Performance Indicators : 1.1.1-1.1.4

Performance Standard 1.2 : Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

Performance Indicators : 1.2.1-1.2.5

Performance Standard 1.3 : Apply Mathematics in Healthcare Practice

Performance Indicators : 1.3.1-1.3.7

CONTENT STANDARD 2.0 : EXAMINE HEALTHCARE SYSTEMS

Performance Standard 2.1 : Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

Performance Indicators : 2.1.1-2.1.7

CONTENT STANDARD 3.0 : UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Standard 3.1 : Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

Performance Indicators : 3.1.1-3.1.14

Performance Standard 3.2 : Evaluate the Role of Ethical Issues Impacting Healthcare

Performance Indicators : 3.2.1-3.2.3

Performance Standard 3.3 : Demonstrate Professional and Ethical Standards Impacting Healthcare

Performance Indicators : 3.3.1-3.3.7

CONTENT STANDARD 4.0 : DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING

Performance Standard 4.1 : Utilize Appropriate Verbal and Nonverbal Communication Skills

Performance Indicators : 4.1.1-4.1.11

Performance Standard 4.2 : Utilize Written and Electronic Communication

Performance Indicators : 4.2.1-4.2.5

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CONTENT STANDARD 5.0 : DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING

Performance Standard 5.1 : Demonstrate Workplace Readiness Skills

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Demonstrate Career Development Skills

Performance Indicators : 5.2.1-5.2.3

CONTENT STANDARD 6.0 : INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

Performance Standard 6.1 : Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators : 6.1.1-6.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO COMMON CORE AND STATE SCIENCE STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Health Science II or Emergency Medical Services for the L2 class that is the prerequisite for Emergency Medical Technician.

OPTION A

COURSE TITLE:	Health Science II
ABBR. NAME:	HEALTH SCIENCE II
CREDITS:	1
LEVEL:	L2
CIP CODE:	51.0000
PREREQUISITE:	Health Science I
CTSO:	HOSA

COURSE DESCRIPTION

This course is a continuation of Health Science I. This course provides advanced health science students with instruction in advanced techniques and processes. Areas of study include medical ethics, hazardous materials, and safety in the workplace, epidemiology, and green practices in healthcare. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will be prepared for entry into a medical program at the college level.

TECHNICAL STANDARDS

CONTENT STANDARD 7.0 : UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Standard 7.1 : Describe Characteristics of an Effective Healthcare Team

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Understand Methods for Building Positive Team Relationships

Performance Indicators : 7.2.1-7.2.6

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES

Performance Standard 8.1 : Identify Procedures Mandated by Local, State, and Federal Guidelines

Performance Indicators : 8.1.1-8.1.5

Performance Standard 8.2 : Explain Principles of Infection Control

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Understand Appropriate Safety Techniques

Performance Indicators : 8.3.1-8.3.5

Performance Standard 8.4 : Understand Emergency Management and Preparedness

Performance Indicators : 8.4.1-8.4.16

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge

Performance Indicators : 9.1.1-9.1.3

Performance Standard 9.2 : Utilize Appropriate Assessment Tools to Evaluate Individual Situations

Performance Indicators : 9.2.1-9.2.7

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CONTENT STANDARD 10.0 : IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO COMMON CORE AND STATE SCIENCE STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Health Science II or Emergency Medical Services for the L2 class that is the prerequisite for Emergency Medical Technician.

OPTION: B

COURSE TITLE:	Emergency Medical Services
ABBR. NAME:	EMER MED SERVICES
CREDITS:	1
LEVEL:	L2
CIP CODE:	51.0810
PREREQUISITE:	Health Science I
CTSO:	HOSA
<u>COURSE DESCRIPTION</u> <p>This course is a continuation of Health Science I. This entry-level course is designed for the student interested in a career in the pre-hospital emergency medical provider field. Areas of study include personal safety, patient transport (moving and lifting), basic first aid to include medical and trauma emergencies, and CPR. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 7.0 : UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Standard 7.1 : Describe Characteristics of an Effective Healthcare Team

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Understand Methods for Building Positive Team Relationships

Performance Indicators : 7.2.1-7.2.6

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES

Performance Standard 8.1 : Identify Procedures Mandated by Local, State, and Federal Guidelines

Performance Indicators : 8.1.1-8.1.5

Performance Standard 8.2 : Explain Principles of Infection Control

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Understand Appropriate Safety Techniques

Performance Indicators : 8.3.1-8.3.5

Performance Standard 8.4 : Understand Emergency Management and Preparedness

Performance Indicators : 8.4.1-8.4.16

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge

Performance Indicators : 9.1.1-9.1.3

Performance Standard 9.2 : Utilize Appropriate Assessment Tools to Evaluate Individual Situations

Performance Indicators : 9.2.1-9.2.7

CONTENT STANDARD 10.0 : IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO COMMON CORE AND STATE SCIENCE STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Emergency Medical Technician Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	Emergency Medical Technician
ABBR. NAME:	EMER MED TECH
CREDITS:	1
LEVEL:	L3C
CIP CODE:	51.0904
PREREQUISITE:	Health Science II or Emergency Medical Services
CTSO:	HOSA

COURSE DESCRIPTION

This course is a continuation of Emergency Medical Services or Health Science II. This course is designed for the student interested in a career in the pre-hospital emergency medical provider field. Areas of study include legal and ethical issues, patient's airway, medical and trauma assessment, and medical documentation. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will have acquired entry-level skills for employment in this field.

TECHNICAL STANDARDS**CONTENT STANDARD 1.0 : RELATE ACADEMIC FOUNDATIONS TO ACHIEVE SKILL REQUIREMENT**

Performance Standard 1.1 : Apply Concepts of Language Arts Knowledge

Performance Indicators : 1.1.1-1.1.6

Performance Standard 1.2 : Apply Concepts of Mathematics Knowledge

Performance Indicators : 1.2.1-1.2.6

Performance Standard 1.3 : Apply Concepts of Science Knowledge

Performance Indicators : 1.3.1-1.3.3

CONTENT STANDARD 2.0 : DEMONSTRATE THE USE OF COMMUNICATION

Performance Standard 2.1 : Select and Employ Appropriate Reading and Communication Strategies

Performance Indicators : 2.1.1-2.1.5

Performance Standard 2.2 : Enhance the Diversity to Enhance Skills

Performance Indicators : 2.2.1-2.2.2

Performance Standard 2.3 : Create Verbal and Nonverbal Behaviors

Performance Indicators : 2.3.1-2.3.4

CONTENT STANDARD 3.0 : DEMONSTRATE PROBLEM SOLVING AND CRITICAL THINKING

Performance Standard 3.1 : Utilize Critical Thinking Skills Independently and as a Team

Performance Indicators : 3.1.1-3.1.3

Performance Standard 3.2 : Employ Interpersonal Skills to Resolve Conflicts

Performance Indicators : 3.2.1-3.2.4

Performance Standard 3.3 : Monitor Workplace Performance Goals

Performance Indicators : 3.3.1-3.3.3

Performance Standard 3.4 : Conduct Technical Research

Performance Indicators : 3.4.1-3.4.3

CONTENT STANDARD 4.0 : USE INFORMATION TECHNOLOGY TOOLS

Performance Standard 4.1 : Differentiate Between Various Electronic Tasks

Performance Indicators : 4.1.1-4.1.5

Performance Standard 4.2 : Organize and Manipulate Tasks

Performance Indicators : 4.2.1-4.2.6

CONTENT STANDARD 5.0 : IDENTIFY KEY ORGANIZATIONAL SYSTEMS

Performance Standard 5.1 : Describe the Scope of Departmental Organizations

Performance Indicators : 5.1.1-5.1.5

Performance Standard 5.2 : Implement Quality Control Systems and Practices

Performance Indicators : 5.2.1-5.2.2

CONTENT STANDARD 6.0 : UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND THE ENVIRONMENT

Performance Standard 6.1 : Implement Personal and Departmental Safety Regulations

Performance Indicators : 6.1.1-6.1.5

Performance Standard 6.2 : Employee Rights and Responsibilities

Performance Indicators : 6.2.1-6.2.3

Performance Standard 6.3 : Employ Emergency Procedures and Disaster Response Plans

Performance Indicators : 6.3.1-6.3.5

Performance Standard 6.4 : Describe and Apply Healthy Behaviors

Performance Indicators : 6.4.1-6.4.10

CONTENT STANDARD 7.0 : UNDERSTAND IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES

Performance Standard 7.1 : Apply Ethical Reasoning to Workplace Situations

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Interpret Written Agency Policies and Procedures

Performance Indicators : 7.2.1-7.2.3

CONTENT STANDARD 8.0 : USE LEADERSHIP AND TEAMWORK SKILLS

Performance Standard 8.1 : Employ Leadership Skills to Accomplish Goals and Objectives

Performance Indicators : 8.1.1-8.1.2

Performance Standard 8.2 : Establish and Maintain Effective Working Relationships

Performance Indicators : 8.2.1-8.2.5

Performance Standard 8.3 : Use Teamwork to Accomplish Goals and Objectives

Performance Indicators : 8.3.1-8.3.6

CONTENT STANDARD 9.0 : DEMONSTRATE KNOWLEDGE AND TECHNICAL SKILLS

Performance Standard 9.1 : Identify Fundamentals of Emergency Medical Services

Performance Indicators : 9.1.1-9.1.12

Performance Standard 9.2 : Describe the Structure and Function of Human Body Systems

Performance Indicators : 9.2.1-9.2.2

Performance Standard 9.3 : Use Medical Terminology

Performance Indicators : 9.3.1-9.3.2

Performance Standard 9.4 : Incorporate Principles of Pathophysiology

Performance Indicators : 9.4.1-9.4.2

Performance Standard 9.5 : Understand Life Span Development

Performance Indicators : 9.5.1-9.5.2

Performance Standard 9.6 : Identify EMS Role in Public Health

Performance Indicators : 9.6.1-9.6.2

Performance Standard 9.7 : Understand Fundamentals of Pharmacology

Performance Indicators : 9.7.1-9.7.4

Performance Standard 9.8 : Describe Techniques of Airway Management

Performance Indicators : 9.8.1-9.8.2

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Performance Standard 9.9 : Discuss Rationale for Systematic Assessment

Performance Indicators : 9.9.1-9.9.6

Performance Standard 9.10 : Identify Medical Emergencies

Performance Indicators : 9.10.1-9.10.9

Performance Standard 9.11 : Identify Symptoms and Treatment of Shock

Performance Indicators : 9.11.1-9.11.2

Performance Standard 9.12 : Recognize and Manage Trauma Emergencies

Performance Indicators : 9.12.1-9.12.5

Performance Standard 9.13 : Understand Special Patient Populations

Performance Indicators : 9.13.1

Performance Standard 9.14 : Understand EMS Operations

Performance Indicators : 9.14.1-9.14.8

CONTENT STANDARD 10.0 : DEMONSTRATE EMPLOYABILITY SKILLS

Performance Standard 10.1 : Demonstrate Job Retention and Lifelong Learning Skills

Performance Indicators : 10.1.1-10.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO COMMON CORE AND STATE SCIENCE STANDARDS*

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Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Emergency Medical Technician Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

COURSE TITLE:	Emergency Medical Technician LAB
ABBR. NAME:	EMER MED TECH L
CREDITS:	1
LEVEL:	L3L
CIP CODE:	51.0904
PREREQUISITE:	Concurrent enrollment in Emergency Medical Technician
CTSO:	HOSA
<u>COURSE DESCRIPTION</u> This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.	